



Homework policy

School vision and values

Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging.

We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

Happy children make good learners

Contents

1. Introduction
2. Aims of the policy
3. Role and responsibilities
4. Teachers
5. Parents and carers
6. Children
7. SEN
8. Types of home learning
9. Feedback
10. Monitoring the Effectiveness of the Policy
11. Policy Review



Homework policy

Introduction

At Queensbridge we believe home learning consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, and provides opportunities for parents/carers and children to work together. We believe home learning should support the development of independent learning skills, including the habits of enquiry and investigation.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with home support while still allowing 'down time.'

Aims of the policy

- To develop an effective partnership between school and home
- To encourage all children to enjoy exploring and having activities
- To provide opportunities for creativity that reflect our curriculum
- To provide opportunities for parents/carers to share and praise achievements and progress
- To ensure a consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- Provide opportunities for parents/carers and children to enjoy learning experiences together
- To consolidate and reinforce knowledge, skills and understanding particularly in English and Maths
- To encourage pupils to develop confidence and self-discipline require for individual study
- To prepare children for the demands of secondary school

Role and responsibilities

The Head teacher will:

- promote this policy by raising its status and importance and monitor and evaluate policy;
- ensure that Home learning is built into teachers planning and an intergral part of the curriculum;
- coordinated to be manageable for children and teachers on a daily/weekly and half termly basis
- provide supportive guidance for parents;
- keep up to date with governmental guidance and expectations with regard to Home learning

Teachers must:

- integrate Home learning into their planning;
- set interesting tasks or activities given in the form of a timetable of tasks at the start of each half term;
- set Home learning appropriate to each child;
- ensure that children understand how tasks consolidate and extend the work they are doing in school
- tasks are set and marked in line with guidance



Homework policy

Parents/carers are asked to:

- Make it clear to their children that they value home learning and are willing to support the school with their approach. This includes encouragement and praise at all levels;
- encourage the children to look after their home learning books and take pride in their work
- provide a suitable space and equipment so their children can concentrate and complete on their home learning;
- establish a Home learning routine such as no television;
- go through the Home learning before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- contact the school if they are not sure of some aspect of the Home learning or if their child is experiencing difficulties in doing it;

Following e-safety guidelines, we ask parents/carers to ensure that computers with access to the internet are located in a family room where they can monitor their child's use of internet sites.

Children are asked to:

- demonstrate a commitment to spending an appropriate amount of time completing tasks set;
- listen carefully in class to make sure they understand what is asked of them;
- contribute to pupil interviews and pupil questionnaires on Home learning for the school to monitor and evaluate;
- make sure they get feedback on their Home learning;
- highlight to the School Council any ideas they may have about Home learning
- complete their Home learning using appropriate writing materials
- have a go at all their Home learning activities

Special Education Needs

Our expectations apply equally to children with recognised special education needs. However, the children will receive differentiated tasks according to their needs and reasonable adjustments will be made to support and include them. In this way we hope to promote success and learning for all.

Types of Home learning

All Home learning tasks and activities are designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. They are also planned to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross curricular teaching. Most of the Home learning is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other Home learning e.g. reading, multiplication tables, spellings are proven to be more valuable when completed in shorter daily sessions.



Homework policy

A breakdown of the structure of Home learning is provided below. For Y1-Y6 this is given out in a half termly overview. This reflects the curriculum that is being covered. The expectation for each class is below. The home learning is done, if necessary, into a Home learning book. The parent/carer will sign the half termly Home learning sheet each week under the piece of work done. The class adult will sign the sheet when the work has been looked at. Additional work and support is given through websites that link to learning. Occasionally an additional worksheet may be given to the class at the same time to consolidate or clarify some in class learning at home.

Nursery	Library books are changed on Mondays and Fridays. When reading with your child please discuss the setting, the characters and the story.
Reception	Reading books will be changed twice each week; once by a school staff member and once by child and family member (or staff) at weekly 'family reading sessions'. When daily supported reading commences, all children will be heard to read by an adult in school. In addition children will be given sounds and key words linked to their phonics learning.
Year 1	<ul style="list-style-type: none"> • Reading books will be changed twice and all children will be heard to read by an adult in school. • A literacy/phonics or maths activity weekly • Children will do a cross curricular creative task weekly • A spelling list of words will be given every week
Year 2	<ul style="list-style-type: none"> • Reading books will be changed twice and all children will be heard to read by an adult in school. • A literacy/phonics or maths activity weekly • Weekly spellings to be tested in school • A termly 'take home task' linked to the creative curriculum topic will be set which will involve an open ended creative learning task to consolidate and build on skills and knowledge learnt.
Year 3	<ul style="list-style-type: none"> • Children will do a literacy or numeracy activity weekly • Children will do a cross curricular creative task weekly • Children are expected to read or be read to at home 3x a week, reading books are changed 2 x week. • A spelling list of words will be given every week and tested in school • Times tables given weekly
Year 4	<ul style="list-style-type: none"> • Children will do a literacy or numeracy activity weekly • Children will do a cross curricular creative task weekly • Children are expected to read three times a week at home. • A spelling list of words will be given every week and tested in school • Times tables given weekly
Year 5	<ul style="list-style-type: none"> • Children will do a literacy or numeracy activity weekly • Children will do a cross curricular creative task weekly • Times tables given weekly and tested • Children are expected to read at home each evening (10 Minutes each day). • A spelling list of 15 words will be given every week and tested in school



Homework policy

Year 6	<ul style="list-style-type: none">• Children will be given a literacy and numeracy activity weekly.• Children will also receive a third piece of Home learning weekly which will either link to their creative topic or another discrete subject, science, ICT etc.• Children are expected to read at home each evening (15 minutes each day).• A spelling list of 20 words will be given every week and tested in school• A termly creative learning grid will be provided which will include an open-ended activity• Learning of multiplication facts on going which will be checked through regular mental maths tests
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Feedback

All Home learning will be checked and acknowledged by an adult. Detailed marking is not expected. Assessments of spelling and times tables will be marked and verbal feedback given.

Monitoring the Effectiveness of the Policy

- The effectiveness of this policy will be reviewed annually or when the need arises.
- The leadership will monitor home learning through checking planning and work
- A sample of parents and pupils will be surveyed for the effectiveness of current practice
- The leadership team and governors will review the effectiveness of this policy

Policy Review

The policy will be reviewed by curriculum committee of the Governing Body once the final policy has been approved after a 12 month trial period.

Date: January 2015

Reviewed: March 2018